

Superintendents' Webcast

February 24, 2015

(E-mail questions to
maryann.miller@education.ky.gov)



Changes in Accountability Regulations



Overview

The Kentucky Board of Education approved changes to the three accountability regulations on February 4, 2015.

The regulations will go through:

- (1) Public Hearing;
- (2) Potential Changes made from Public Hearing;
- (3) Legislative Review; and
- (4) Effective Date (**Projected Summer 2015**)

Once effective, the regulations will apply to the 2015-16 school year.



Proposed Changes in 703 KAR 5:240, Accountability Administrative Procedures and Guidelines

- Early Graduates Exempt from 100-Day Rule – Early Graduates will count in the school's accountability calculations.
- Alternative School Track Back – Direct placements will go to the district accountability rather than the school. All previous rules for accountability tracking apply except for students who are directly placed in an alternative program without entering an A1 school. KDE will monitor this for inappropriate placements.

Proposed Changes in 703 KAR 5:200, Next Generation Learners

- Gap – Adds Novice Reduction Targets.
 - a. Individual Gap Groups will have an annual target to reduce Novice students.
 - b. Gap weights will be split equally between the Non-Duplicated Gap Group and Novice Reduction Targets.
- Growth – Adds Categorical Growth Model.
 - a. Categorical Model gives credit for when students grow from a lower performance level to a higher one (i.e., Novice to Apprentice) or remain at Proficient or Distinguished.
 - b. Growth weights will be split equally between Student Growth Percentile (SGP) and Categorical Model.

Proposed Changes in 703 KAR 5:200, Next Generation Learners (Cont'd)

- Growth is reduced at elementary.
Elementary weights adjusted to:
Achievement, Gap, and Growth all 33.3%.
(Originally: Achievement 30%, Gap 30%, Growth 40%)

Proposed Changes in 703 KAR 5:225

School and District Accountability, Recognition, Support and Consequences

- Annual Measurable Objective (AMO) – Calculated on the Next Generation Learners component only.
- Graduation Rate – Adjusted from 60 to 80 due to the new Cohort Rate. (This is used for Priority designation and Rewards.)
- Focus Calculations – Two years of data will be used except for new and reconfigured schools that will be reported in the first year based on one year of data.

Proposed Changes in 703 KAR 5:225

School and District Accountability, Recognition, Support and Consequences (Cont'd)

- Focus School – The 3rd Standard Deviation model is replaced with a lowest 5% model in each individual gap group by subject.
(The lowest 10% calculation on the Non-Duplicated Gap Group remains in effect).
- School of Distinction – If a school has a Focus designation, it cannot be named a School of Distinction.

Locked Percentile and the AMO

- The Kentucky accountability model promotes continuous improvement. It creates a criterion system instead of using a pure normative system. How is that done?
 - a. Generate a single OVERALL Score for each school/district based on all accountability components.
 - b. Use the OVERALL Scores to create a distribution of scores that associates each OVERALL Score to a specific percentile (1-99).
 - c. Lock the Percentile and Associated Overall Score Table and use the Locked Percentile Table with the reporting of the next year's Overall Score.

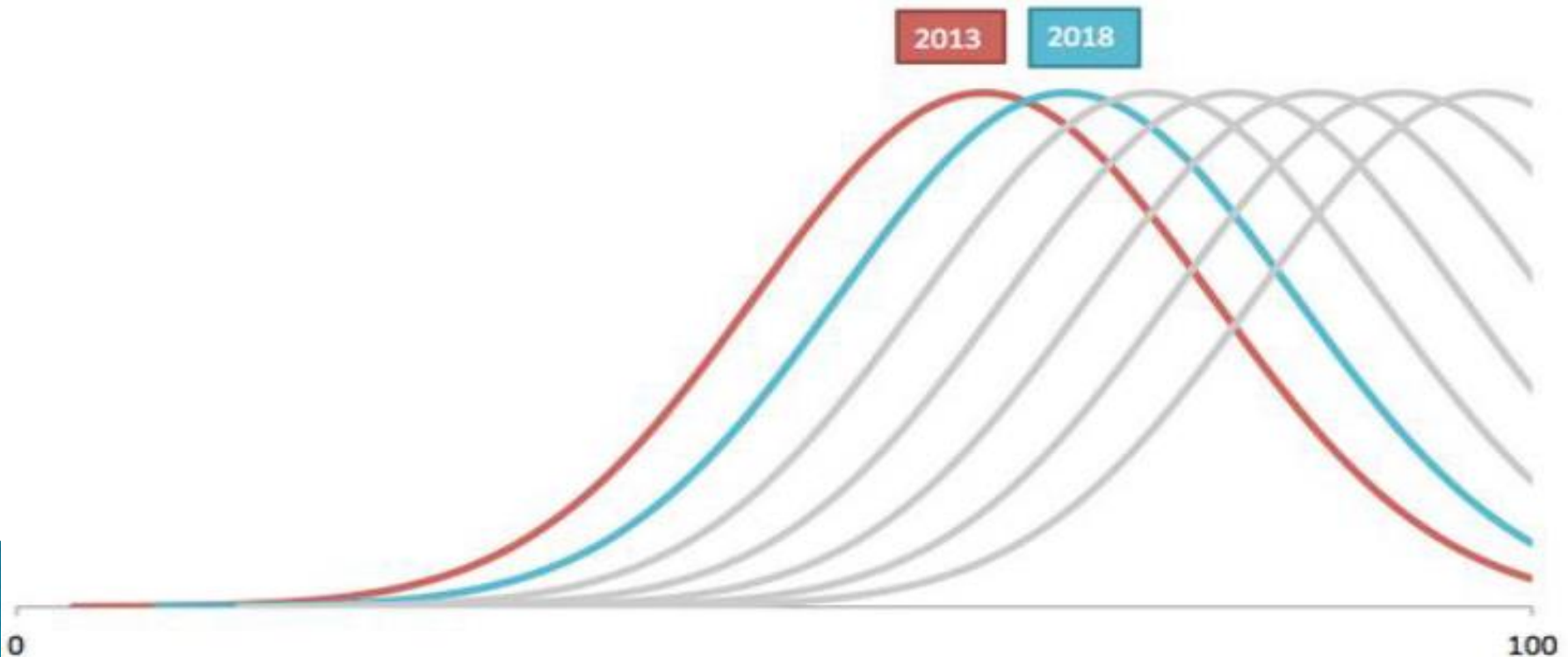




Locked Percentile and the AMO



- Keep in mind, almost all schools improve their overall score from year to year; therefore, the OVERALL scores keep rising. (This is good and is the intent of a continuous improvement model.)



Locked Percentile and the AMO

- Why use this model?
- It creates a criterion model rather than a normative model. With a locked score, all schools can aspire to move up and improve their score toward the locked target for proficiency.
- With a normative model, each year 50% of the schools would fall below the 50th percentile and 50% above. Normative models are moving targets. It is hard to set goals because it depends on how others perform.
- Using a criterion model, a school can clearly set a goal. Example: With an Overall Score of 72 at high school, the school needs to gain 3 points for an Overall Score of 75 on the 2014 Percentile table to reach the 70th percentile. This is a concrete goal and not dependent on how other schools perform.

Locked Percentile and the AMO

- Why use Percentiles at all?
- Percentiles provide a good way to set a Proficient Cut Score (i.e., 70th percentile). If you use a percentile cut, then you have to provide the percentile scores for schools.
 - a. Just reporting that a school moved from an Overall Score of 72 to 75 doesn't mean much to anyone. Is that good, fair, or poor? A locked percentile provides some ability to interpret the score.
 - b. Outside groups will create the percentiles, so it seems to make sense for KDE to run the scores and ensure accuracy.

Locked Percentile and the AMO

- Locking on 2013 Percentile Table
 - Feedback from Superintendents and DACS indicates a desire to maintain a locked Percentile score as promised in the original model.
 - KDE has completed a data review and determined that the accountability system CAN use the 2013 Locked Percentile Tables for both the 2015 and 2016 years. This means the system can work with a locked score for the next two years.
 - KDE will re-run the benchmark data tables and send them out to districts.
 - The Office of Assessment and Accountability (OAA) will work with DACs to clarify this change.

**Answer Questions 1, 2 and 3 of the
interactive survey poll.**

Go to:

<http://app.gosoapbox.com/>

Access Code: kde

Infinite Campus (IC): Intervention Tab



Custom Reports

- The **Benchmark Report** is now available in IC.
 - It will show ALL students with **benchmark scores** and **interventions**.
 - It can be pulled for an **entire school** or a **particular grade level**.
- If you cannot see Benchmark Report at **Path: KY State Reporting > KDE Reports**, you may need to discuss access with your district IC coordinator.

Data Pull Dates

- **January 30, 2015 (completed)**
- **March 30, 2015**
- **June 30, 2015**
 - All files must be entered for this end-of-year pull.
 - This is your final data entry for everything except ESS Summer School (*due Sept. 30, 2015*).

Resources:

http://education.ky.gov/educational/int/ksi/Pages/ksiIC_InterventionTab.aspx

Additional Assistance

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**Answer Question 4 of the interactive
survey poll.**

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Professional Growth and Effectiveness System (PGES)



Proposed Changes to 704 KAR 3:370, PGES

- The Other Professionals Growth and Effectiveness System (OPGES) must be fully implemented during the 2015-16 school year without being used for personnel decisions or accountability.
- Implementation of OPGES for personnel decisions and accountability will be required beginning in the 2016-17 school year.
- A steering committee of district administrators is working to develop a model that reflects statutory requirements for districts to use in the development of the system for certified administrators.
- Beginning in 2015-16, only summative rating scores are to be entered into the technology platform and submitted to KDE to meet the ESEA Waiver Principle 3 requirement.



2015 PGES Summative Evaluation

- TPGES & OPGES completed in CIITS by June 15
- PPGES completed in CIITS by June 15

Demonstration video by Dr. Amanda Ellis and supporting documentation available at:

<http://education.ky.gov/teachers/PGES/TPGES/Pages/TPGES-Summative-Evaluation-Process.aspx>



**Answer Question 5 of the interactive
survey poll.**

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Teacher Equity Plan

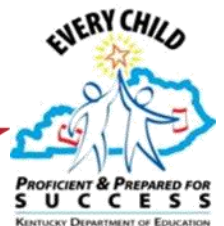


Key Findings for Kentucky

- High-poverty schools, high-minority schools and schools with low average test scores are more likely to hire new teachers.
- Newly hired teachers are significantly more likely to be placed with students having lower incoming math scores compared with other teachers.
- Returning teachers have a larger impact on student test scores than newly hired teachers.
- There is a wide variation in median student growth percentiles for Kentucky teachers.
- Teachers in high-poverty schools and schools with low average test scores are more likely to transfer to other schools in the following year.
- Schools located in cities have higher teacher turnover.
- Just over half of newly hired teachers were still teaching in the same school two years later.

Components of Statewide Plan

- Stakeholder Engagement
- Identification of Equitable Access Gaps
- Identification of Root Causes for Equitable Access Gaps
- Identification of Strategies to Address the Root Causes
- Determination of Metrics to be Used to Assess Gaps
- Public Reporting of Progress



Proposed Measures to Evaluate Progress

- TELL Working Conditions Survey
- Overall Teacher and Principal Effectiveness
- Teacher and Principal Growth Rating
- Percent of first year and KTIP teachers in all schools
- Percent of Teacher Turnover

Additional Assistance

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**Answer Questions 6, 7, 8, 9 and 10 of
the interactive survey poll.**

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Legislative Update Highlights

(Note: Those bills shown in bold and italics have passed one chamber; also, a full list of bills filed to date was e-mailed as an attachment to this PowerPoint.)



2015 Proposed Legislation

SB 8 Senator Wilson

Authorizes public charter schools and establishes the Kentucky Public Charter School Commission.

SB 9 Senator Schroder

Excludes all educational buildings and facilities from meeting the requirements of the prevailing wage law.

SB 16 Senator Givens

Allows teacher academies to include disciplines beyond the core including computer sciences and includes computer science teachers as eligible for teachers' professional growth funds. Also requires the master plan for education technology to include network capacity and the readiness of laboratories for computer science education.

2015 Proposed Legislation

SB 19 Senator Thomas

Provides that programs for special education students extend through the school year in which they reach their 22nd birthday.

SB 39 Senator Wilson

Requires public schools to consult with local and state safety officials and National Weather Service and Federal Emergency Management Agency guiding principles when identifying the best available severe weather safe zones.

SB 71 Senator Robinson

Permits students to voluntarily express religious or political viewpoints in school assignments free from discrimination. Requires local boards of education to ensure that the selection of student speakers is made in a viewpoint neutral manner and that the student's prepared remarks are not reviewed, altered, or censored before delivery. Requires that religious and political organizations are allowed equal access to public forums on the same basis as nonreligious and nonpolitical organizations.



2015 Proposed Legislation

SB 76 Senator Embry

Requires that students born male use only those facilities designated to be used by males and students born female use only those facilities designated to be used by females.

SB 84 Senator Alvarado

Requires the Kentucky Board of Education to identify a student as career-ready if the student obtains a minimum score of 50 on the Armed Services Vocational Aptitude Battery and completes a minimum of three years in JROTC, or if the student has a valid military enlistment contract through any branch of service.

SB 101 Senator Kerr

Requires a minimum of two visits per week for a combined minimum of five hours of instruction for exceptional children receiving home or hospital instruction and requires missed instructional time to be made up by the end of the school year.



2015 Proposed Legislation

SB 119 Senator Adams

Requires the Department of Education to develop child abuse and neglect prevention, recognition, and reporting training for office staff, instructional assistants, and coaches and extracurricular sponsors who are employed by the school district. Establishes a 90-day completion timeline for newly hired individuals.

SB 129 Senator Girdler

Requires schools to schedule the first student attendance day no earlier than the Monday closest to August 26, unless a school has adopted a year-round calendar; allows a waiver when a school has missed at least seven days each year for five previous years due to inclement weather.

SB 132 Senator Seum

Allows a superintendent to select the principal in a school identified as an initial intervention school.



2015 Proposed Legislation

SB 135 Senator Schickel

Requires the school superintendent rather than the school council to have the responsibility to set school policy, determination of funding and the making of personnel decisions.

SB 201 Senator Higdon

Ensures tuition charged to a student who is allowed to enroll in a primary school program before meeting the age requirement is the same as the tuition charged to a student who meets the age requirement; clarifies that students enrolled before meeting the age requirement are required to be included in the school's average daily attendance for purposes of SEEK funding.



2015 Proposed Legislation

HB 4 Representative Stumbo

Amends the state budget to include financing or refinancing of pension obligations owed to Kentucky Teachers' Retirement System by authorizing the Kentucky Asset/Liability Commission to issue funding notes in an amount not to exceed \$3,300,000,000 in fiscal year 2015-16.

HB 34 Representative Clark

Allows a waiver or modification of the statewide assessment system for schools participating in a district of innovation plan, under specific conditions, and allows a district of innovation to use student assessments other than those required by the state board, under specific conditions.

HB 52 Representative Belcher

Requires the Kentucky Board of Education to identify a student who obtains a sufficient score on the Armed Services Vocational Aptitude Battery and signs enlistment papers for any branch of service as career-ready.



2015 Proposed Legislation

HB 81 Representative Clark

Allows minors 16 years of age or older to be appointed as student election assistants.

HB 87 Representative Montell

Creates a tax credit for contributions made to scholarship organizations that are eligible to provide scholarship funds for the benefit of low-income students who previously attended a low-performing school.

HB 129 Representative Couch

Amends the 2014-16 Executive Branch budget bill to allow a local school district to determine salary increases for employees for the 2015-16 fiscal year. Requires the commissioner of education to determine if salary increases for employees will cause the district budget to fall below the required minimum reserve of two percent of the total budget.



2015 Proposed Legislation

HB 142 Representative Belcher

Prohibits the number of pupils enrolled in a class on the fifteenth student instructional day from exceeding the established maximum class size.

HB 174 Representative Montell

Authorizes public charter schools; defines terms and creates the Kentucky Public Charter School Commission.

HB 204 Representative Flood

Requires a school equity council member be appointed to the superintendent screening committee, if an equity council exists, and revises the district minority population required for minority member election from 8% to 4%. Also allows a board to add a high school student to the superintendent screening committee.



2015 Proposed Legislation

HB 232 Representative Adkins

Allows the Craft Academy for Excellence in Science and Mathematics to award a high school diploma, award dual credit, and for participating students to earn KEES scholarships.

HB 249 Representative Greer

Requires high schools to include CPR training in the health education curriculum.



2015 Proposed Legislation

HB 301 Representative Smart

Requires the Department of Education to develop child abuse and neglect prevention, recognition, and reporting training for school administrators, certified personnel, and classified personnel; requires local school boards to adopt the developed training.

HB 313 Representative Nelson

Allows school-based decision making councils to select and use interim or formative assessments for their students and requires school councils to adopt a policy regarding the testing and reporting of student progress.

HB 341 Representative St. Onge

Eliminates “lockdown” procedures in the school safety plans and replaces this with a “violent intruder” procedure in school emergency response plans or drills.



2015 Proposed Legislation

HB 347 Representative Clark

Creates a tax credit for the small businesses that have an apprenticeship program.

HB 376 Representative Smart

Requires teachers to be provided a minimum of 60 minutes per day for nonteaching activities and that at least 120 minutes per week be used for self-directed activities.

HB 449 Representative Graham

Requires schools that remain classified as persistently low-achieving for four years to implement the newly created “internal innovation option”.



Questions?

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